

INSPECTION REPORT

WOOD END INFANT SCHOOL

Northolt

LEA area: Ealing

Unique reference number: 101936

Headteacher: Mrs Janet Brown

Lead inspector: Mrs Christine Huard

Dates of inspection: 12th - 14th July 2004

Inspection number: 258471

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Foundation
Age range of pupils:	3 - 7
Gender of pupils:	Mixed
Number on roll:	336
School address:	Whitton Avenue West Northolt Middlesex
Postcode:	UB5 4LB
Telephone number:	020 8422 5182
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Ray Dawson
Date of previous inspection:	1 st June 1998

CHARACTERISTICS OF THE SCHOOL

Wood End Infant School is situated in Northolt, part of the London Borough of Ealing. It has 336 pupils between the ages of three and seven, 90 of which attend part time in the nursery. The roll is smaller than it was at the time of the last inspection. Children are from a wide range of social backgrounds and a large proportion live in local authority or housing association flats and houses surrounding the school. Children join the Nursery class over a period of three weeks at the start of September. When they join the school, attainment is below average, and children often have poor linguistic and social and personal skills. The population is very mobile and since September 34 pupils left and 36 joined the school. A high percentage of pupils come from ethnic minority groups with 84 pupils receiving some support with learning English. The main ethnic groups represented in the school are Asian and Black African Caribbean. Twenty-three per cent of pupils are eligible for free school meals, which is just above the national average. About 26 per cent of pupils have been identified as having special educational needs or are on the school's concern register, which is above average. Two pupils have statements of special educational need. These statements relate to pupils with Autism or behavioural difficulties. Extra support is provided for pupils who have difficulties with speech, language, learning, and behaviour.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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9561	Mr Husain Akhtar	Lay inspector	
24137	Mrs Gail Robertson	Team inspector	English Religious education Special educational needs
20408	Mr John Rutherford	Team inspector	Mathematics Information and communication technology (ICT) Physical education
13805	Mrs Lynn Lowery	Team inspector	Science Design and technology Geography History

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	7 - 9
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	9 - 14
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	14 -16
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	17 - 28
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGE 1	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	29

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Although the school provides an adequate standard of education for its pupils, it has serious weaknesses in some aspects of its work. The children in the nursery and reception achieve well; however, in Years 1 and 2, achievement is only satisfactory and standards are falling. Teaching in the nursery and reception classes, and that for pupils with special needs, is good, but there is too much unsatisfactory teaching in Years 1 and 2. The leadership and management of the school are unsatisfactory because insufficient action is taken to address weaknesses. **Overall, the school does not provide value for money.**

The school's main strengths and weaknesses are:

- The leadership and management of the school are unsatisfactory.
- The children in the nursery and reception classes receive a good start to their education.
- The poor behaviour of a significant minority disrupts the learning of other pupils.
- The teaching in Year 2 is unsatisfactory, although teaching is satisfactory overall.
- The specialist teaching and support provided for pupils learning English as an additional language are good.
- Teaching for pupils with special educational needs, when they are working in small groups, is good.
- The school cares for the health and safety of its pupils well.

The school has made improvements in its provision for information and communication technology (ICT) and geography since the last inspection and has taken care to improve pupils' spiritual development. The school has introduced better assessment systems, although the information from these is not used sufficiently well. However, there has been no improvement in some key areas since the last inspection, notably in the deterioration of behaviour and the decline in standards.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
reading	D	C	D	B
writing	C	C	D	C
mathematics	D	D	D	C

*Key: A – well above average; B – above average; C – average; D – below average; E – well below average.
Similar schools are those with similar percentages of pupils eligible for free school meals.*

Pupils' achievement is satisfactory. Test results have been erratic over the last few years but have not risen above the national average in reading, writing or mathematics. In 2003, they were as good in writing and mathematics and better in reading when compared with schools in similar circumstances. Children enter the nursery with attainment that is below others of their age and they achieve well in the nursery and reception classes. Inspection evidence shows that by the end of the reception year most children are achieving the early learning goals¹ in all the

¹ The expected areas are: personal and social development, language, literacy and communication, mathematical development, knowledge and understanding of the world, physical development, creative development.

expected areas except communication, language and literacy. However, their progress slows in Years 1 and 2 so that standards at the end of Year 2 fall below the national average in reading, writing, mathematics and science. Pupils' achievement is satisfactory in ICT, art and design, design and technology, geography, history and physical education. Standards in religious education meet the requirements of the locally agreed syllabus.

The pupils with special educational needs achieve satisfactorily. They achieve well when working in small groups, but this progress slows when they are in class lessons. Pupils learning English as an additional language also achieve well when working in their groups but again, in class, learning slows, because they do not always receive the support they need.

Pupils' personal qualities and spiritual, moral, social and cultural development are satisfactory, but behaviour is unsatisfactory. Most pupils are keen to learn and their attitudes to school are satisfactory. However, the behaviour of a significant minority of pupils is unacceptable because it disrupts and slows the learning of other pupils. There has been a good improvement in the provision for pupils' spiritual development since the last inspection. Although it has improved significantly, attendance is still below average and too many pupils arrive late for school.

QUALITY OF EDUCATION

The quality of education is satisfactory overall. Teaching and learning are good in the nursery and reception classes. When pupils receive additional support and are taught in small groups in Years 1 and 2, learning is effective. However, there is inconsistency in the quality of teaching, particularly in Year 2, and it ranges from very good to poor. There are some examples of strong, lively teaching that holds pupils' attention and engages their interest. However, there is too little teaching that is good or better in Years 1 and 2. When teachers do not have learning assistants in the classroom, they often have to spend too much time trying to control the behaviour of a significant minority of pupils who disrupt lessons. This slows the pace of teaching and pupils do not learn as effectively as a result.

The curriculum for the children in the nursery and reception is good and is satisfactory for the pupils in Years 1 and 2. All subjects are taught and receive sufficient time. The curriculum is enriched by a range of other activities. The accommodation is good and resources are satisfactory except in information and communication technology. However, arrangements have already been made to rectify this during the summer. The school cares well for its pupils, although does little to involve them in its decision making. The school has a good relationship with many of the parents of its pupils and its links with the community are good.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are unsatisfactory. The school has suffered a high turnover of staff in the last two years and, as a result, the headteacher has taken on too many additional responsibilities. This means that her overview of the school has weakened and many of the plans for future development have not resulted in action. The deputy headteacher and team leaders provide support but their leadership and management are currently ineffective. The governors are very supportive and understand the strengths of the school but have taken insufficient action to address its weaknesses. They are not involved enough in strategic planning or in setting the direction of the school. Financial management is good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents are supportive of the school and are pleased with the information they receive. The pupils like school and think that their views are valued and taken into account.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Give high priority to setting clear targets to improve weaknesses in teaching, leadership and management.
- Take steps to ensure the quality of teaching, particularly for the highest and lower attainers.
- Ensure that teachers have consistently high expectations of good behaviour and apply the school's behaviour policy accordingly.
- Provide training for governors and managers to enable them to carry out their roles effectively.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

STANDARDS ACHIEVED IN AREAS OF LEARNING AND SUBJECTS

Standards are generally below those expected by the time the pupils leave school, even though they enter the nursery with skills that are below average overall. Pupils' achievement is satisfactory.

Main strengths and weaknesses

- Standards are below those expected in reading, writing, mathematics and science.
- Pupils achieve well in history and religious education.
- Standards in information and communication technology have improved.

Commentary

1. The children enter the school with below average attainment in all six areas of learning, and achieve well overall in the nursery and reception classes. Most reach the level expected in all the areas of learning, except communication, language and literacy, by the end of their time in the reception class. This is a similar situation to that at the time of the previous inspection.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	15.4 (15.9)	15.7 (15.8)
writing	13.9 (14.4)	14.6 (14.4)
mathematics	15.8 (15.9)	16.3 (16.5)

There were 92 pupils in the year group. Figures in brackets are for the previous year.

2. Over the last few years, test results have been erratic. Mostly, they have fallen below average in reading, writing and mathematics. However, when compared to schools in similar circumstances, last year, reading and writing were above average. The teachers' assessments in science in 2003 were comparable with the national average. The trend in the test results, since 1999, has been above the national trend, mainly because of the significant improvement in results in 2001. Inspection findings are that standards in English, mathematics and science are below average overall. This year, a higher percentage of pupils have attained below the nationally expected Level 2 in reading, writing and mathematics than in previous years. Results have suffered because there are proportionately more pupils with special needs in the group taking the tests, but it is also due to changes in staffing, unsatisfactory teaching and disruptive behaviour; therefore, many pupils did not achieve as well as they could.
3. Most pupils with special educational needs make similar progress to their peers. However, the good support and carefully planned work they receive in small group sessions is not always present in the classroom. The result is that the good progress made in small groups is not always maintained. Pupils with special educational needs are identified early and individual education plans are well focused and used to analyse the performance of pupils so that pupils, parents and teachers can see how much

progress has been made. The performance of pupils from ethnic minorities and those for whom English is an additional language is monitored appropriately and they achieve as well as other pupils.

4. At the last inspection, provision for, and standards in, information and communication technology (ICT) were unsatisfactory. Since then, there has been considerable improvement in the standards reached, which are now well in line with those expected by the end of Year 2. In history, pupils attain standards well in line with those expected and often achieve well. The pupils are presented with lively and interesting lessons which interest and stimulate them. Visits are used as a means of reinforcing their learning and giving it additional meaning. Standards in religious education are well in line with those expected by the locally agreed syllabus and pupils achieve well. As in history, learning has been enhanced by visits which have helped bring the subject to life for them and they show a lively interest in their work. Pupils meet the expected standards in art and design, design and technology, geography and physical education.

PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES

Pupils' attitudes to school and their relationships with each other and adults are satisfactory. Behaviour overall is unsatisfactory. Pupils' spiritual, moral, social and cultural development is satisfactory overall. Attendance and punctuality are unsatisfactory.

Main strengths and weaknesses

- The disruptive behaviour of a significant minority of pupils hampers learning, particularly in Year 2.
- Most pupils are happy at school and have positive attitudes to their learning.
- The attendance rate is improving but remains unsatisfactory.

Commentary

5. The school admits a number of pupils with known behavioural difficulties. It has a good behaviour policy with a progression of sanctions and appropriate rewards such as 'star citizen'. However, in many cases, staff do not apply the school's policy consistently with the result that in some lessons pupils' poor behaviour is ignored or treated inappropriately. This unacceptable behaviour by a significant minority of pupils hampers the learning of the majority. The inspection team observed this in many lessons, even in lessons where the teaching was good. Strategies to try and modify the behaviour of pupils do not always work. This is partly because there are insufficient classroom assistants to give the teacher support with these pupils, and partly because the different expectations of what is acceptable behaviour varies from class to class, particularly in Year 2. This means that pupils are receiving mixed messages as to what is or is not appropriate.
6. The attitudes of the great majority of pupils to school, and their learning, are satisfactory. Most pupils concentrate well and enjoy their lessons, despite the distractions. They enjoy the outside areas, the playground and the field, and they play happily and constructively. The school provides a good variety of outdoor games to encourage pupils to play together. Pupils are confident that they can tell staff if bullying or name-calling occurs and the school tries to resolve these incidents quickly. At lunchtime, the hall is very noisy and

older pupils, in particular, tend to shout at each other, creating a noisy and intimidating atmosphere for younger and shyer pupils.

7. Pupils' social, moral, spiritual and cultural development is satisfactory overall. There has been good improvement in the pupils' spiritual development since the last inspection and it is now satisfactory. Assemblies provide some time for reflection and are sensitively managed. However, teachers do not always make the most of possibilities to raise spiritual awareness as part of their lessons. Cultural development is good. Learning about other cultures is integral to the teaching of National Curriculum subjects, for example, when pupils learn about Florence Nightingale in history, they are taught about Mary Seacole at the same time. Social and moral development are satisfactory. Pupils talk about the aspects of their school they are proud of and what could be better. Pupils can be sympathetic to other pupils needing help and tolerate very well the disruptive nature of some pupils' difficult behaviour. However, not all pupils recognise their responsibilities to each other – as is shown by the poor behaviour by a significant minority of pupils in lessons.

Attendance

Attendance in the latest complete reporting year (2003/2004)

Authorised absence		Unauthorised absence	
School data	5.7	School data	0.5
National data	5.4	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

8. Attendance has significantly improved this year, but remains below average. Good initiatives by the school to improve attendance include employing a clerical assistant to check daily reasons for absence. Absence is a concern to the school because of the adverse effect it has on the progress made by the pupils as they miss lessons and consequently have gaps in their knowledge. Most pupils arrive in time and well prepared for lessons, but there are a number of pupils who persistently arrive late.

Exclusions

9. There has been a slight increase since the previous inspection in the number of fixed period exclusions; this is mainly because a greater proportion of pupils enter the school with behavioural problems.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background

Exclusions in the last school year

Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
59	3	0
5	0	0
11	0	0
5	0	0
3	0	0
2	0	0
4	1	0

Asian or Asian British – Indian	20	0	0
Asian or Asian British – Pakistani	15	0	0
Asian or Asian British – any other Asian background	18	0	0
Black or Black British – Caribbean	17	0	0
Black or Black British – African	18	0	0
Black or Black British – any other Black background	1	0	0
Chinese	1	0	0
Any other ethnic group	14	0	0
No ethnic group recorded	12	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory overall, although there is too much unsatisfactory teaching in Year 2. The school provides a satisfactory range of learning experiences. There is a good range of opportunities for enrichment. The accommodation and resources meet the needs of the curriculum appropriately.

Teaching and learning

Teaching and learning overall are satisfactory. Assessment is unsatisfactory in Years 1 and 2.

Main strengths and weaknesses

- Teaching and learning in the nursery and reception classes are good.
- Teaching in Year 2 is too inconsistent. It varies between very good and unsatisfactory.
- Teachers do not always effectively manage the behaviour of difficult pupils.
- Teaching of pupils in small groups is good.
- Assessment procedures are good in the nursery and reception classes, and used well to plan for individual children's needs.
- Assessment information is not used well enough to plan improvements in Years 1 and 2.

Commentary

Summary of teaching observed during the inspection in 47 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	6 (13%)	17 (36%)	20 (43%)	2 (4%)	2 (4%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

10. The teaching in the nursery and reception classes is good, with some very good teaching in the nursery. The children achieve well overall. In the nursery, the teachers and teaching assistants have a very good understanding of the needs of individual children through assessments. There is a very good balance between child and adult-initiated experiences. Activities are organised to interest the children and carefully planned so that children of all abilities can make progress. Children who are learning English as an additional language are well supported. The adults are generally skilled in helping the

children extend their learning and develop their ideas through good conversation with them. In the reception classes, teaching continues to be good in two out of the three classes. In the third class, it is satisfactory. There is still a reasonable balance of play and more structured activities, although at times there is over direction by adults so that pupils are not free to develop their own ideas. Children are prepared well for the transition into Year 1, and all the reception classes teach versions of the literacy and numeracy strategies to familiarise their children with the slightly more formal approach they will encounter.

11. Teaching in Years 1 and 2 is satisfactory overall. It is satisfactory in Year 1, with half the teaching observed being good or better. Where the teaching is good, teachers are enthusiastic, involving pupils well in the lessons and thus keeping their concentration and managing behaviour well. In Year 2, teaching ranges between very good and poor, and only a quarter of lessons observed were good or better. In the good or better lessons, teachers plan interesting and worthwhile activities for their pupils that engage their interest and stimulate their imaginations. When teaching is not sufficiently challenging or inspiring, pupils' behaviour deteriorates because they are bored. In one mathematics lesson in Year 2, the work was not effectively matched to pupils' individual needs with the result that some higher attaining pupils finished it very quickly and became disruptive. Ineffective management of pupils' behaviour is the main factor in unsatisfactory or poor teaching. The situation is made worse when no support is available in the classroom to help with the management of such disruptive pupils. In some lessons, pupils wander in and out of the classroom. They are inattentive and generally disruptive. On these occasions, the behaviour of a few pupils slows the learning for others in the class because of the failure of teachers to take appropriate measures to control them. Teachers in different classes have very different expectations as to what they regard as acceptable behaviour, different methods of attracting pupils' attention and varied degrees of success in stopping bad behaviour.
12. Teachers plan appropriately together in teams across the school. The written plans are clear with a range of activities identified for each lesson. However, it is clear from the disparity in the quality and quantity of work between classes that teachers are not consistent in what they demand from pupils. They do not check work systematically enough with the result that, although the majority of the work is to a satisfactory standard and some of it is good, some is unsatisfactory.
13. The teaching of pupils with special educational needs in small support groups is never less than good. The co-ordinator for special educational needs teaches pupils effectively to develop their social and language skills. She and the learning support assistant are supportive and encouraging whilst ensuring that pupils improve their skills. They are sensitive to their needs and encourage them to give of their best. In classrooms, there are times when the pupils have little support from learning support assistants and too little work is planned specifically for them, consequently, their progress is not as good as when they are taught in small groups.
14. When pupils learning English as an additional language are taught in small groups, with the specialist teacher or support assistant, they learn effectively and make good progress. Planning takes into account what is being taught in the whole class lesson and the group's activities relate closely to this. However, there is insufficient liaison between the class teachers and the specialist teachers to ensure that reinforcement continues in

the classroom. Class teachers are providing appropriately for pupils with English as an additional language, when they have the additional support of teaching assistants.

15. Assessment in the nursery and reception classes is good. The information gained from on-going assessments is used effectively to track pupils' progress and plan for the next stage of development in all six areas. Children who cause concern are identified early so that strategies can be put into place for dealing with their difficulties. As a result, children are challenged to learn effectively and behave well. Assessment on a day-to-day basis in Years 1 and 2 is sound but it is not carried out rigorously enough. Work is generally marked regularly and there is some evidence of planning being changed in order to accommodate where pupils have had difficulty, or tasks have not been successfully completed. However, teachers do not always indicate to pupils as to how work can be improved and too little use is made of the information to bring about improvements. The school carries out a range of other assessments which are used to track pupils' progress in reading, writing and mathematics, and set targets. However, information from these assessments is not used effectively enough to plan work in order to address weaknesses.

The curriculum

The curriculum in the Foundation Stage is good. In Years 1 and 2, it is satisfactory.

Main strengths and weaknesses

- Children in the Foundation Stage are provided with a wide range of interesting activities.
- There is insufficient support in many lessons for pupils with special educational needs and those who are at an early stage of learning English.
- There is good provision for personal, social and health education.
- Focus days and weeks enrich pupils' education.

Commentary

16. The curriculum in the nursery and reception classes is good. It takes good account of the six areas of learning and is based appropriately around half-termly topic themes. In all classes, but especially the nursery, most activities are linked to the topic so that the learning is meaningful for children. Children in reception are gradually introduced to the more formal National Literacy and Numeracy Strategies, in readiness for entering Year 1.
17. In Years 1 and 2, all required aspects of the National Curriculum are covered in sufficient depth over the school year. The teachers relate work to pupils' background and experiences in order to make it more interesting.
18. The school seeks to make the curriculum more interesting and relevant by linking subjects together wherever appropriate. For example, following a visit to Windsor Castle, pupils used computers to word-process instructions for the castle they are now making in design and technology. The children's book, *Rosie's Walk*, is used in English lessons to extend pupils' work in geography. Some of these cross-curriculum links are less effective because they do no more than exploit similarities between subjects and insufficient thought has been given to how they ensure progress in the learning of new skills. For example, both Year 1 and Year 2 pupils are making buildings as part of their work in other subjects, but the Year 1 buildings show more advanced design skills than those made in Year 2.

19. The curriculum includes good provision for personal, social and health education. Similarly, teaching about sex and relationships is included appropriately within the science curriculum. A strength in preparing Year 2 pupils for moving to their junior school is the organised discussion about feelings associated with change and how to make new friends.
20. A particularly strong feature of the curriculum is the range of focus days and weeks that are organised to give the pupils more intensive blocks of learning and the opportunity to try new activities. A good example is the Sports Week when coaches from the school and community are invited to provide a wide range of games not usually available to the pupils, such as basketball, croquet and cricket. These activities enable pupils to improve their skills and overall achievement.
21. The curriculum provision for pupils with special educational needs in withdrawal groups is good, but this is not always reflected in the classroom, where they are expected to cope with too little support.
22. The school building and grounds constitute a satisfactory learning environment for the pupils. Staff responsible for catering, administration and looking after the building all work very hard to make the school a clean, comfortable, safe and well-ordered place. As classrooms have become available due to a fall in pupil numbers, the school has converted them into areas that enhance learning, for example, a computer suite, library, music/audio-visual area and a group learning room. In the grounds, a conservation area with a pond provides a useful learning resource. Governors give good support to the school in ensuring that the trees and play surfaces are maintained in a safe condition.
23. The accommodation and resources in the nursery are good. The room is very attractive and welcoming with good displays to stimulate the children and celebrate their achievements. The outdoor area is used well to develop their physical skills and encourage children to explore the world around them. Reception children have access to an outdoor play area but this is unexciting and under used. There is a charming summer house but, presently, its resources are under used and consequently it does not provide a sufficiently stimulating outdoor learning area.
24. Learning resources are satisfactory overall. During the inspection, there were insufficient computers, but this is due to be rectified in the very near future. There are sufficient teaching staff, but in many lessons there is not enough additional support for pupils who are learning English as an additional language.

CARE, GUIDANCE AND SUPPORT

As at the time of the previous inspection, pastoral care and support for pupils is good. Advice and guidance for pupils to improve their work have improved and are now satisfactory. The involvement of pupils through seeking, valuing and acting on their views is informal and satisfactory.

Main strengths and weaknesses

- Pupils feel safe and well cared for.
- The admission process helps pupils to settle in quickly.

- Systems to monitor pupils' academic performance are unsatisfactory, although those to monitor personal development are satisfactory.

Commentary

25. The staff are committed to the welfare and happiness of all pupils. Parents are rightly confident that their children are fairly treated and well cared for. Vulnerable pupils are well looked after and this helps them to integrate successfully. The school is vigilant about health and safety matters. Day to day care of the buildings ensures any perceived hazards are dealt with. Arrangements to treat ailing pupils are good. The headteacher, the child protection liaison officer, is knowledgeable about child protection matters and keeps others informed of issues. Supervision at break times is sufficient, but at lunch time the supervisory staff do not have a consistent approach to tackle pupils' inappropriate behaviour. This leads to some anti-social behaviour and excessive noise, particularly in the dining hall. The personal, health and social teaching is appropriate to raise pupils' awareness of relevant health and social matters, such as the importance of healthy relationships. Staff responsible for the wellbeing of the youngest children ensure they settle in happily and that they and their parents quickly feel at home. The transfer to junior school is adequately supported.
26. Assessment procedures have improved, though remain unsatisfactory overall. The systems to check individual achievement are sound but not enough use is made of the information to identify what needs to be done in order to improve in specific areas. Exchange of pastoral information amongst staff and records of discipline matters and rewards provide effective means to monitor pupils' personal development. This, along with the system of rewards, for example, star citizen, and sanctions, promotes an atmosphere of friendship and harmony. Needs of vulnerable pupils, particularly their pastoral needs, are well supported and their progress is effectively monitored.
27. Day-to-day contact between adults and pupils provides adequate means to gauge pupils' views and involve them in the organisational work of the school. Pupils feel that they are listened to.

PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY

The arrangements to involve parents in the work of the school are good and most parents are supportive of the school. Links with the key receiving schools support the curriculum and pupil transfer. Links with the wider community helpfully extend pupils' learning and experiences.

Main strengths and weaknesses

- Parents' confidence in the school is generally high.
- Links with the wider community are productive.

Commentary

28. Parents' links with the school are good. This reflects the judgement of the previous inspection. Parents are kept well informed about the school and its work. The school prospectus and the governors' annual report contain useful information and meet the requirements. Parents are invited to individual and collective consultations where the curriculum and pupils' progress are discussed. Pupils' annual progress reports contain

appropriate details of what pupils have been doing, though not what pupils should have been doing in order to meet national requirements. The reports do not clearly indicate what parents can do to help raise their children's achievement. However, there are adequate arrangements for parents to meet teachers and discuss their children's progress.

29. Parents' attendance at meetings and activities like the curriculum and consultation meetings, assemblies and concerts is usually good. Some parents voluntarily help in the school. Parents helpfully support social events, visits and raise money for the school but only a small number of parents are actively involved in work of the friends' association. The school has sound plans to introduce a family learning programme in order to involve parents more in the education of their children.
30. Parents of pupils with special educational needs are kept fully informed of their progress and need for extra support to ensure progress. They are well involved in the formulation of individual education plans and are pleased with the support their children receive.
31. The school has established good links with the local community. Local shops sponsor the school's events and local associations help out during sports events and focus weeks. Links with the key receiving schools help transition and support pupils' welfare, for example, by sharing information about child protection matters and special educational needs. The school provides student placements; this means an additional group of adults to support pupils' learning and an additional range of appropriate role models.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are unsatisfactory. The leadership of the headteacher is satisfactory. The governance of the school is unsatisfactory.

Main strengths and weaknesses

- The headteacher has an unacceptably heavy workload.
- Team and subject leaders have too little understanding of their roles.
- The leadership and management of the nursery are good.
- Governors are very supportive of the school but are not sufficiently involved in strategic planning or the drive for improvement.
- Financial management is good.

Commentary

32. The headteacher's leadership is satisfactory and she has a clear vision for the future direction of the school. She has a sound awareness of some of the key weaknesses affecting the quality of learning and standards, for example, teaching in Year 2, and is already taking action to address this. In addition, by taking on the leadership of the reception classes, she has ensured that the reception team continues to function effectively. However, partly as a result of a very heavy workload, the head has lost a clear view of other priorities to improve the weaknesses in the school. Her leadership is in danger of becoming ineffective. There has been insufficient delegation or distribution of responsibilities. She has taken appropriate action to remedy some unsatisfactory situations. For example, during the recent difficulties caused by a high staff turnover, she has played a pivotal role in maintaining the smooth functioning of the school and

managing the recruitment and deployment of staff. However, because of many staff changes in a short space of time, many responsibilities have been allocated to the headteacher which are not appropriate, for example, the management of three subject areas.

33. Although the headteacher receives support from her team leaders and subject co-ordinators, at present they have too little experience and understanding of their roles to be able to have any great influence on the development of the school and the curriculum. For example, the deputy headteacher is jointly responsible for assessment. Although she has carried out an analysis of national test and other standardised test results, identified areas for development and drawn up an action plan, the plan is not sufficiently detailed to show how weaknesses should be rectified. Many subject leaders are new to a management responsibility and their roles are still being developed. As yet, they provide limited support to their colleagues, although training is planned to enable them to develop their roles fully and to monitor the quality of teaching and learning more effectively. However, because pupils' work has not been monitored closely enough, many subject leaders have been unaware of the inconsistencies in the quality and quantity of some recording and teaching.
34. The leadership and management of the nursery are good. The strong, enthusiastic leadership has created an effective team, ensured that time is well organised and built up an impressive range of resources to stimulate children's learning. Effective systems are in place to record children's achievements and information is regularly transferred to individual records so that overall progress can be monitored and individual learning carefully tracked.
35. The leadership and management of special educational needs provision are satisfactory. The strength of the co-ordinator's leadership is the commitment to inclusion, equality and needs of individual pupils. She has had insufficient opportunities to monitor the teaching of pupils with special needs in the classroom, in order to identify any improvements that may be required in teaching. Policies, procedures and practices related to all aspects of special needs provision are in place and systems run smoothly, and the governor is kept fully up to date with any issues. The school's procedures for identifying pupils with special educational needs work well.
36. The management of the school is unsatisfactory. Although performance data has been used to track the progress of pupils, it has not been used effectively enough to identify the urgent areas for improvement in pupil progress and curriculum provision, and help staff further their professional development. There has been insufficient provision for staff to attend courses in order to extend their expertise because of financial constraints during this year. Some well-trained members of staff have left and due to this staff turnover the school has had to begin training programmes afresh. Although monitoring of teaching and learning have enabled the headteacher to identify where additional support is required, other systems for monitoring and evaluation are not always rigorous or precise enough. The performance management system is in place, although it is currently behind schedule. The school improvement plan has an appropriate three-year overview of objectives with more detailed action plans for the current year. Action plans have been written by all subject leaders, but they are not rigorous enough about raising standards and are often too vague. The induction of new staff into the school is sound. There are appropriate policies in place and an informative staff handbook.

37. The governing body fulfils its statutory requirements and is very supportive of the school. Some governors frequently visit and play a key role in some developments, such as the re-equipping and organisation of the new computer room. However, although they are very supportive, they do not play a sufficiently critical role when considering courses of action and the future direction of the school. They are too heavily dependent on information from the headteacher, and do not question sufficiently proposals made or decisions taken. For example, when the headteacher said she would have to take on the role of special needs co-ordinator from September, they were unable to find other alternatives. They are aware of the school's strengths but have too little insight into its weaknesses. Governors work together through a committee structure and have a sound scheme of delegated duties. They have recently set up a 'small grants' committee to investigate the possibility of applying for any grants or awards that might be available to schools, in order to fund future projects. This is a sound initiative, but has not gone beyond the planning stage at present.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	1,033,807	Balance from previous year	74,498
Total expenditure	1,053,811	Balance carried forward to the next	54,494
Expenditure per pupil	3,136.34		

38. The school has recently experienced a period of considerable financial uncertainty because of falling rolls and long-term sickness. This has meant that release time for subject and team leaders has had to be cut, affecting the quantity and quality of monitoring. The lack of support for teaching is having an adverse impact on standards of learning and behaviour. The school is eating into its contingency fund and as a consequence is only carrying a very small surplus into next year. However, the school's finances are generally managed well and the headteacher and governors are provided with very clear financial reports on a regular basis. The school endeavours to seek best value in all transactions and as a result the school is adequately resourced in all areas of the curriculum, except ICT, a situation which will be resolved during the summer break. Specific grants, such as that for special educational needs, are appropriately allocated and the school supplements the special needs budget in order to provide additional resources.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is good and has improved in reception since the last inspection. Children enter the nursery with below average attainment in all the required areas of learning, particularly in literacy, language and communication and personal and social skills. They achieve well in all areas and when they leave reception, children are reaching the expected standards in all areas except for language, literacy and communication. The children achieve well because the curriculum is well planned, and overall teaching is good. The nursery is led and managed very well and the overall leadership is strong and enthusiastic. The headteacher has recently taken over team leadership of the reception classes in order to ensure that the good work started in the nursery is maintained. Overall, time is well used and an impressive range of resources has been built up in the nursery to stimulate children's learning. In the reception classes, too little use is made of the outdoors as a learning environment. Effective systems are in place to record children's achievements and information is regularly transferred to individual records so that overall progress can be monitored and individual learning carefully tracked. The children learning English as an additional language make good progress because of the good quality support provided by bilingual staff.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision for personal, social and emotional development is **good**.

Main strengths and weaknesses

- Children achieve very well and become self-confident because of the good organisation and daily routines.
- Adults have high expectations of good behaviour.

Commentary

39. When the children start in the nursery, their personal, social and emotional skills are limited. To help ensure a smooth transition from home to school, the entry of children into the nursery is staggered over three weeks. This very careful organisation ensures that all the children have individual support, older children become good role models for the younger ones and daily routines are quickly established. Teaching is good. The good variety of activities provided in both the nursery and reception classes ensure children are purposefully employed and enables them to move confidently from task to task. Staff engage with the children very well, helping them to take turns and encouraging sharing. The way in which adults talk to and show respect for the children sets a very good example. Children make good progress and by the time they move into Year 1, most will meet the standards required. They are well behaved, show appropriate levels of concentration and happily share toys and equipment.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- Teachers plan and organise activities well so that the children can practise and develop their speaking and listening skills.
- Adults' skilled interaction with the children ensures that they learn to reason and use language with increasing expertise.

Commentary

40. When they first enter the nursery, some children have very limited speaking skills and are not used to listening carefully. The good organisation and breadth of stimulating activities across nursery and reception provide plenty of opportunities for the children to speak and listen. For example, the 'Arjy Bargee' Indian Restaurant provides opportunities for the children in nursery to act out going for a meal and purchasing food. The children learn effectively because they are expected to listen to adults and to each other, reinforcing social skills as well as learning how to communicate. Children learn to listen to stories with enjoyment and talk about what they have heard. The availability of a good range of books encourages children to begin to enjoy 'reading' by themselves, many choosing to sit and talk about the story with whoever will listen. In addition, a range of writing areas gives pupils the opportunity to experiment with mark making. Higher attaining children in the nursery write simple words and some spell their names correctly, whilst those in reception form their letters well, construct short, simple sentences and correctly sequence the events in a short story.
41. Teaching is good overall and children achieve well. Staff in the nursery engage in meaningful conversations with the children whenever possible. At 'Fruit time', children sit round a table with adults who ask them open-ended questions which demand extended answers, not just a 'yes' or a 'no'. As they get older, children in reception have further demands made on them. In an activity where the children were discussing the story of 'I fell Out of Bed', the children were expected to discuss which nursery rhyme characters they would particularly like to meet in their dreams, giving reasons for their choices. By the time the children move into Year 1, they have made good progress but their attainment is still below what is expected for their age in all areas.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Strong emphasis is placed on developing children's mathematical language as an integral part of many other activities.
- Teachers use assessment well to ensure that tasks are appropriately matched to children's abilities and provide good challenge.

Commentary

42. Adults working with the children reinforce counting skills whenever possible and number games are frequently used, making mathematical development fun. Children are encouraged to use their fingers for counting. In reception, they are encouraged to use a variety of equipment, including number lines and real coins, to reinforce learning.

Specifically planned group activities ensure that the breadth of mathematical development is covered and children learn well. In the nursery, for example, children learn the names of triangles, rectangles and circles, as well as learning basic counting skills and number recognition. The role play area gives them the chance to 'buy' food and use 'money'. Children in reception learn to use money in order to find the right change from ten pence when shopping. To reinforce this learning, they visit the hairdressing salon and work out simple sums to find out if they can afford specific items. Adults reinforce learning by questioning the children while engaged in a variety of tasks, constantly encouraging mathematical language and understanding.

43. Teaching and learning are good. Teachers make good assessments of children's progress. They carefully plan activities so that they reinforce and extend children's learning. Most of the children start in nursery with below average mathematical skills and most can now count to ten, and match the words to the actual number of objects being counted. In reception, the activities excite and stimulate the children, enabling them to learn effectively. For example, one child, having found the coins in the sand tray, went on to identify them all and correctly calculated their total value. By the time they leave reception, their attainment is broadly in line with the standard expected in mathematical development.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for children's knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- The teachers' good planning and organisation ensures that this area of learning is thoroughly covered.
- The opportunities provided for the children to talk about their own experiences and learn about other people's life-styles enable them to develop positive attitudes to people around them.

Commentary

44. Good planning and teaching ensure that children enjoy a wide range of experiences which help them discover and understand about simple science, technology, history, geography and religious education. On starting in nursery, the knowledge and understanding of most children are below expectations. The richly-planned curriculum and good teaching mean that children learn effectively and achieve well. By the time children move into Year 1, they have made good progress, and meet the expected learning goals. In the nursery, the children investigate the properties of ice balloons. They explore descriptive language, discover that ice is frozen water and learn that adding salt to the ice changes its texture and creates holes and fissures. Children in reception use the computer for creating their own pictures, and also have a weekly session in the computer suite where they are being systematically taught how to use the 'mouse' and how to access simple menus. They go on a bug hunt in the school grounds to supplement their topic on mini-beasts and are fascinated to observe them using magnifying lenses.
45. In the nursery, the children are exposed to two spoken languages, thus learning to accept and respect differences. Resources, including storybooks, reflect different cultures and

backgrounds and children are encouraged to talk about and share their own cultural heritages.

PHYSICAL DEVELOPMENT

Provision for physical development is **satisfactory**.

Main strengths and weaknesses

- The provision of high quality resources in the nursery means that there are good opportunities for learning.
- The outside area for the reception classes is not used enough.

Commentary

46. When children start in the nursery, their physical skills are below what is expected for their age. During their time in the Foundation Stage, they make sound progress. Every day, children in the nursery have the opportunity to practise using small items such as paintbrushes, scissors, jig-saw puzzles and small construction toys. This helps them develop control and hand-and-eye co-ordination. Opportunities are equally good for developing control when running and moving around. Daily outdoor sessions for all the children in the nursery provide them with the chance to run and climb and to operate a very good range of wheeled toys such as tricycles, cars and scooters. This development slows when children move into the reception classes. Children still have the opportunities to use small implements and construction toys. Even so, although a range of outdoor toys is available and there is a good-sized outside area, pupils have too few opportunities to use and experiment with these facilities, which slows their progress. However, because of the good progress made in the nursery, most children will enter Year 1 having achieved the standards expected.

CREATIVE DEVELOPMENT

47. It is not possible to make an overall judgement on provision or teaching in this area. However, from planning and the work on display, it is evident that this is appropriately planned for and pupils do have opportunities for painting and experimenting with a range of modelling materials. In addition, the role-play area provides opportunities for pupils to use their imagination and play out situations. One music lesson was observed. In this, the children responded well to the good, challenging teaching and learned a simple song with lots of repetition enabling them to learn it quickly. In addition, they listened carefully to two contrasting pieces of music and identified well the differences between the 'Flight of the Bumble Bee' and 'The Elephant', going on to choose appropriate untuned percussion instruments to add their own accompaniment. The pace of this lesson was very good, giving pupils enough time to practise and refine their performance, but moving on to a different activity before they became restless.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Attainment is below the national average when the pupils leave the school, although it is similar to schools in similar circumstances.
- The monitoring of English has not been rigorous enough.
- Pupils with special educational needs and English as an additional language make good progress when taught out of the classroom, individually or in small groups.

Commentary

48. Overall, standards at the end of Year 2 are below those expected. This is a decline since the previous inspection when standards were judged to be in line with national expectations. This fall in attainment is due to a number of factors. The school has a greater proportion of pupils with special educational needs and a higher percentage of those learning English as an additional language. In addition, there is a greater movement of pupils in and out of the school. However, because the monitoring of English has not been rigorous enough, the way in which English is taught has not been evaluated and adapted sufficiently over time to accommodate all these factors.
49. Standards in listening and speaking are below those expected when pupils start in Year 1. Pupils make sound progress and achieve satisfactorily throughout the school. By the end of Year 2, standards remain below those expected for pupils of this age. Teachers work hard to ensure that pupils listen carefully. They are encouraged to take turns and some are developing an ability to speak audibly and with confidence. There is no scheme of work at present to ensure sufficient opportunities are planned to develop vocabulary and increase pupils' level of spoken English. As is to be expected with many pupils learning English as an additional language, their ability to express themselves using extended vocabulary is limited and in their written work pupils are not adventurous in their choice of words because they rarely use them in their speech.
50. Pupils' progress in reading is uneven, but satisfactory overall. A guided reading programme is followed in all classes with varying degrees of success. There is a standard system for monitoring and recording pupils' reading progress that is diagnostic and developmental. Teachers also keep their own records. They track progress, but pupils do not always know how well they read or have specific reading targets to aim for. Many lower attaining pupils do not have a positive attitude towards reading and by Year 2 some have become disaffected. The classroom book areas are insufficiently appealing to the pupils to encourage independent learning or reading for pleasure. The library is bright and spacious, but some of the book stock looks tired.
51. Writing has been an area of weakness for some time. Standards are below national expectations at the end of Year 2. This is partly because pupils learning English as an additional language have not yet mastered the complexities of recording work. Many pupils still find it difficult to write using spelling and punctuation correctly and often their writing is at a basic level. In handwriting and presentation, pupils have poor skills. Some have incorrect letter formation. Pupils are slow to develop a fluent style, because there is inconsistent practice across the school. Some teachers do not take enough time with their own writing in marking work or on the boards.
52. The quality of teaching is satisfactory overall. In the best lessons, teachers excite and motivate the pupils and sufficient time is allocated for pupils to be able to complete

written tasks. Teachers' expectations of pupils in terms of quality and quantity of work produced and the pace and challenge of lessons are generally sound. Marking of pupils' work is generally satisfactory. The best practices seen provide useful guidance for pupils and encouragement and support for future learning. However, some books are just ticked and unfinished work ignored. In these classes, assessment information is not used well enough to match work to the needs of pupils and set individual targets. In particular, not enough challenge is presented to the more able pupils. As a result, too few pupils attain above average standards. In classes where pupils misbehave, this interrupts teaching and learning is disjointed.

53. The work in the special educational needs groups is good; pupils enjoy most aspects of English and respond well to the teachers' patience, enthusiasm and skilled teaching. Pupils are well supported in these English lessons outside the classroom where tasks offered to them are appropriate. However, the tasks offered within the class setting are not always adapted sufficiently to their needs with the result that pupils make insufficient progress.
54. The management of English is unsatisfactory. The co-ordinator finds influencing the direction of the subject difficult. She is aware of the situation and welcomes new ideas, but has not fully evaluated the effectiveness of teaching and learning in the school. Although there is an action plan for the subject it does not focus enough on how standards can be raised.

Language and literacy across the curriculum

55. Pupils' standards across English are undermining their standards in other areas of the curriculum such as science and history. Their reading skills limit their confidence when independently searching for information in geography and religious education. Teachers identify key vocabulary in their lesson plans, but vocabulary banks for pupils' use were not in evidence. Pupils' speaking skills are used in drama and class discussions. Some links are made with other subjects. For example, in Year 1, pupils use their mathematical skills in sorting party items before learning how to write lists – this had a positive impact on pupils' learning.

MATHEMATICS

Provision in mathematics is **unsatisfactory**.

Main strengths and weaknesses

- Subject leadership is weak.
- There is some very good teaching but some is not well matched to pupils' needs.
- Assessment is not used consistently to improve pupils' learning.

Commentary

56. Provision is unsatisfactory, partly because leadership of the subject is weak. There is insufficient awareness of the strengths and weaknesses in teaching and learning across the school, and there is little action to effect improvements where required. Consequently, there are inconsistencies in the quality of teaching and weaknesses remain unaddressed. There is not enough clear guidance for staff and therefore considerable inconsistency in the quality of teaching. Whilst some of the teaching is very good, there is a significant proportion that is unsatisfactory. Standards of attainment for pupils in Year 2 are therefore below average, with few pupils reaching above average levels in lessons. This is reflected in the results of the 2004 National Curriculum tests and assessments.
57. Where teaching is most effective, lessons are carefully structured to provide a short, effective introduction to new learning, followed by interesting practical activities that are carefully adapted to match pupils' abilities. There is systematic teaching of new vocabulary. Pupils behave well and achieve good standards in these lessons. A Year 1 lesson on measuring capacity in half-litres and litres was a good example of this. In a 15-minute introduction, all pupils were involved in handling containers of different sizes and discussing their most appropriate use. During this work, the teacher continuously assessed pupils' understanding and accurately identified a group that needed more support from her in the second part of the lesson. A range of independent practical tasks for the rest of the pupils deepened their understanding of how much space is actually taken up by a half litre or litre. The emphasis on developing language meant that those pupils with English as an additional language made particularly good progress. The work was appropriately adapted to the abilities of the various groups.
58. Unsatisfactory teaching is characterised by introductions that are too long, sometimes requiring all the pupils to sit together on the floor for up to 40 minutes. The approach used most is spoken question and answer, which is not sufficiently modified to suit different ability levels, so that many pupils are not engaged and there is little opportunity to assess their understanding. Too many questions relate to the same point, often at an unchallenging level, therefore, the pace of learning is slow. On the few occasions when a different approach is used, such as pupils discussing the answer with a partner or all pupils working out the answer on their own cardboard clock, there is an immediate improvement in their attention and participation. Group activities do not always match the abilities of the pupils and middle or higher attaining pupils often find their activities too easy. In some lessons, the teacher manages to spend a sustained time with a group to help them to achieve more, but usually they are preoccupied with keeping pupils working on their tasks. Many pupils misbehave and they do not achieve enough.
59. Some teachers have made a good start in using self-assessment on a continuous basis for planning the next steps of pupils' learning, for example, using thumbs up or down signals to get immediate feedback on levels of understanding. There is, however, no consistent approach to which all pupils might become accustomed. Groups of pupils have target cards that make clear to them what they have to achieve in order to improve. In some classes, the targets are precise and the date on which they are met is marked. In others, they are very general, for example, "to choose the correct process when solving problems"; the same target applies to large numbers of pupils and progress towards them is not noted.

Mathematics across the curriculum

60. There are limited opportunities to develop mathematical skills through other subjects. For example, in design and technology, pupils use their measuring skills when making buildings and in physical education, they work out how many groups there will be. In ICT, pupils calculate how many steps the 'prince' (robotic toy) will need to make in each direction to reach the 'princess's' castle.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils achieved well in 2003 in comparison to pupils at similar schools.
- Teachers plan interesting activities, often carefully linked to ongoing work in other subjects.
- Marking is not consistently used to tell pupils how to improve their work.

Commentary

61. Standards at the end of Year 2 in the 2003 teacher assessments were in line with those expected nationally. Compared with schools of a similar type, pupils attained well. This indicates that pupils achieved well for their ability. However, an examination of the current Year 2 pupils' work indicates that attainment is below the level expected. This is partly due to the increased number of pupils who have special educational needs. Pupils generally enjoy their work. The majority try hard in lessons, but the presentation of their written work is weak. Their oral work is of a higher standard than their written work suggests. In lessons, their answers and suggestions show they have a sound grasp of the subject. Pupils' books show that they have covered a satisfactory amount of work in the time available.
62. In Years 1 and 2, teaching is satisfactory overall, with some significant strengths and weaknesses. Where the teaching is good, teachers have high expectations of the pupils in terms of behaviour and the standard of work produced. Questioning is used well to find out what pupils already know and to get them to apply what they know to new situations. Teachers plan interesting activities, linking them to ongoing work in other subjects whenever possible. All teachers have a secure understanding of the subject. They plan their lessons carefully and are generally well organised. However, teachers rarely provide different levels of challenge in the work set. Consequently, lower attaining pupils struggle to complete the work, while higher attaining pupils are insufficiently challenged. When teaching assistants are present, they have a positive impact on lower attaining pupils' learning, but they were present in few of the lessons observed. Relationships between teachers and pupils are variable. This leads to positive attitudes and behaviour in the majority of lessons, but unsatisfactory behaviour and attitudes in a few. Computers are only occasionally used to support or extend learning in science.
63. Assessment is being developed, but is not rigorous enough and is not always used by teachers to help them plan their work or to set individual pupil targets. There are significant variations in the accuracy of assessment between individual teachers. Most teachers mark work conscientiously, although there are few comments which tell pupils what they have done well or how to improve.

64. There is no permanent subject leader at present. There are indications that leadership of the subject has been unsatisfactory. Although the main strengths and weaknesses have been identified, little has been done to address the weaknesses. Consequently, there is a lack of consistency in experience for pupils in different classes. In addition, there is too much repetition of work at the same level for pupils in different year groups, which hinders their progress. Plans have just been put in place to provide in-service training to increase the skills and knowledge of the teachers.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- The school has improved resources, teaching and standards since the last inspection.
- Teachers make useful links between ICT and other subjects.
- A new co-ordinator has made a good start in her leadership role.

Commentary

65. At the last inspection, the provision and standards in ICT were found to be unsatisfactory. There has been good improvement since then and pupils now attain standards which are in line with those expected at the end of Year 2. The quality of teaching is satisfactory with some good features, enabling pupils to achieve satisfactorily, and sometimes even better than this. They use word-processing to draft and correct their writing, showing appropriate levels of skill with the keyboard and mouse. Higher attaining pupils in Year 1 highlight text and place a border around it. Most pupils can save their work into a computer file and retrieve it when required. With support, pupils programme a floor robot to travel towards a specific point. Pupils in Year 2 use the Internet to research facts about a children's author and how they can use a drawing programme to design a playground. It is clear from displays that pupils are gaining an understanding of the applications of ICT other than computers, for example, digital cameras, walkie-talkies and robotics.
66. Teachers motivate pupils by giving them plenty of time to work on the computers and by linking this work to interesting activities in other subjects. In Year 1 lessons, for example, pupils set out a list of instructions for building a model of Windsor Castle, which they have recently visited. Lesson introductions are brisk and clear, effectively revising previous learning and introducing a new skill. Teachers assess pupils' work while they are busy and provide support that helps them to make progress. Currently there are only nine computers in the computer suite, but teachers make good use of this limited resource by giving pupils who share a computer their own specific task, such as speller, typist or checker. They also provide an equally interesting and relevant activity for those with no computer, for example, programming a floor robot to travel through a castle to rescue a princess. A learning support assistant provides very good guidance for these pupils.
67. The co-ordinator for ICT has only been in post for a short time and she has made a good start in her leadership role, particularly in preparing for the imminent upgrade of the computer suite. She has monitored work across the school and knows which areas need more emphasis next year, for example, using the Internet for research as a regular part of pupils' learning in all subjects. She has drawn up a clear three-year strategic plan to

make effective use of the new equipment for improving teaching and learning. She has already prepared useful recording forms that will enable both pupils and teachers to be involved in assessing progress.

Information and communication technology across the curriculum

68. Information and communication technology is used effectively to enhance learning in English and mathematics. In English, pupils' writing is improved when they use the computer to draft and correct their work. For some lower attaining pupils, this helps them to develop flow in writing continuous text, especially when they are not making too much use of a spelling list. Some pupils take digital photographs of their activities and write interesting captions for them. The use of programmable floor robots contributes to pupils' understanding of shape and space in mathematics, and they also use computers to collect data and represent it on graphs.

HUMANITIES

It is not possible to form an overall judgement about provision in **geography**, as no geography was taught during the inspection. However, an examination of pupils' work showed that standards are broadly in line with those expected, which is an improvement on those at the last inspection.

An appropriate scheme of work is in place. It is based on recent national guidance and ensures that all areas are covered. Pupils' books indicate that they study a suitable range of topics. Visits are used well to make the subject more interesting. Pupils in Year 1 focus on the local area. They learn about its geographical features, produce and follow simple maps and express likes and dislikes about what they see. They show concern about the environment and make sensible suggestions about how it could be improved. In Year 2, pupils learn about places further away and compare them to Northolt. They learn about the 'Horta' family in Mexico and identify similarities and differences between the two lifestyles. They learn about typical features of the 'seaside' as part of their history topic. An effective assessment and recording system has yet to be developed. Resources and teachers' subject knowledge have both been improved since the last inspection.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- Pupils enjoy the subject and activities are interesting.
- Good use of visits and historical artefacts brings the subject to life.

Commentary

69. Pupils generally work hard in history and cover a lot in the time available. By the end of Year 2, pupils achieve expected standards. This represents good achievement, given their low attainment on entry to the school. Pupils in Year 1 study castles, while those in Year 2 learn about the Victorians. They understand that things such as toys and kitchen equipment have changed over time. Pupils have a sound knowledge of important events

and people in the past, for example, the Great Fire of London and the work of Mary Seacole and Florence Nightingale.

70. Teaching in history is satisfactory overall, with a range of significant strengths and weaknesses. Teachers have good subject knowledge. Planning is detailed and makes use of a variety of interesting teaching resources. It gives pupils opportunities to work independently, in pairs and in groups. It also contributes positively to pupils' cultural development. Whenever possible, teachers arrange visits to places of historical interest in order to bring the subject to life for the pupils. Recent visits have included Windsor Castle and the Gunnersbury Park museum. In lessons, teachers use questioning well to encourage pupils to share their ideas and make judgements. In most, but not all, lessons, pupils behave well and relationships with teachers are good. However, a significant minority of pupils exhibit inappropriate behaviour and attitudes. This adversely affects the learning of others.
71. Leadership and management of the subject are satisfactory and ensure that all areas are covered. However, there has been limited monitoring of teaching, planning and pupils' work. Consequently, there is some inconsistency in practice across parallel classes.

Religious education

The provision for religious education is **satisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- The curriculum is well enriched with visits.
- Staff and pupils' own experiences of religion are used well.

Commentary

72. Standards in religious education meet expectations of the locally agreed syllabus by the end of Year 2 and pupils' achievement is satisfactory. This is a similar judgement as the previous inspection. Most pupils have a real interest in the subject, including those with special educational needs and English as an additional language, but there is a significant number whose poor behaviour disrupts learning. Pupils consider why people go on pilgrimages and discuss what happens at different journeys. Year 2 studies the Muslim Haaj, the Christian pilgrimage to Lourdes and the Sikh journey to the Gold Temple of Amritsar. They compare the rituals and celebrations on the journeys. The act of collective worship also focuses on journeys to consolidate pupils' learning and to extend pupils' thinking. Pupils listened to the assembly journey story and felt proud to be asked to join in the drama. A key feature of the lessons is the respect most pupils show for different faiths.
73. Teaching and learning is satisfactory in both year groups. Effective use is made of the expertise of staff members and pupils' knowledge. Visits are arranged to the local church and the Hindu Temple at Neasden, both of which enhance pupils' learning. Many pupils respect each other's contributions in lessons and this helps their cultural and social development. Resources are good in quantity and quality.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

74. No lessons were seen in **art and design** and only one each in **design and technology** and **music** during the inspection. As a result, it is not possible to make a firm judgement about provision in these three subjects. However, pupils' work was examined carefully and there were discussions with them about what they had learned in both these subjects.
75. From the work observed around the school, standards in **art and design** are broadly in line with what is expected at the end of Year 2 and pupils experience an appropriate range of materials and media. It is clear that pupils experiment enthusiastically. Teachers' plans show clearly that pupils have access to an appropriate range of media during the year and the opportunities to develop a range of techniques, including printing. Good links between subjects have been established. For example, following a visit to the nearby Hindu Temple, pupils made clay tiles and decorated them appropriately.
76. To reinforce their work in history, pupils have painted pictures of the Great Fire of London. Pupils have had the opportunity to look at the work of a range of artists and pupils in Year 2 have created their own 'snail' pictures after the style of Matisse. There is currently no formal assessment strategy to evaluate pupils' work in art, and there has been no formal monitoring and evaluation of pupils' work, which means there are wide differences in the quality of work being produced.
77. In **design and technology**, pupils generally enjoy their work and find the activities interesting. They have the chance to work with the full range of materials specified in the National Curriculum. They quickly become familiar with the design process and produce annotated drawings of what they intend to make from an early age. Pupils in Year 2 write lists of the materials they will require and often produce instructions on how to make their artefacts. Pupils' making skills improve as they move through the school and meet expected standards. Their evaluation skills show more limited signs of development. Teachers often link work to ongoing activities in other subjects, for example, in geography, where Year 2 pupils have made houses in the locality, and history, where Year 1 pupils have made castles. Teachers' planning is generally detailed and they are well organised.
78. It is not possible to make a judgement on overall standards in **music**. In the lesson observed, standards were well in line with expectations. Pupils in Year 1 were working with a leading music teacher, from the local authority, to improve pupils' music making skills. They were rehearsing their songs for the end of term show. Teaching was good and pupils worked well, following instructions carefully and trying hard to improve their performance. Class management was firm and effective, which meant that a good pace was maintained and pupils learned effectively as their concentration was sustained.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- Teaching in games skills is often good and enables pupils to achieve well.
- Standards in gymnastics are below those expected.
- Sports week enhances the curriculum.
- Leadership and management are unsatisfactory.

Commentary

79. Pupils' standards of achievement in games skills are in line with national expectations. Teachers provide a clear demonstration of new skills and plenty of opportunity for pupils to practise them in a range of individual, partner and group activities, some of which are competitive. They use their assessments effectively to identify pupils who can demonstrate good performance, and this contributes even more to learning when pupils are asked to explain why it is good. The pace of lessons is brisk, so pupils enjoy them and get plenty of exercise. A governor provides very useful support in football lessons. There is sufficient equipment to keep all of the pupils fully involved in activities, although the progress of some is slowed when the equipment is too big, for example, full size 'uni-hoc' sticks and the lesson is in the hall rather than outside.
80. In gymnastics, pupils in Year 2 achieve standards that are below national expectations for the fluency and control of their running, jumping, landing and balancing. In some lessons, this is due to unsatisfactory teaching, where pupils are given insufficient guidance on the quality of performance required or how to improve their work. In other lessons, where teaching is satisfactory, standards are too low because the layout of the apparatus is inappropriate to the task and pupils spend too much time queuing or aimlessly running around from one piece of equipment to the next. The most effective teaching observed was when the teacher set the pupils a challenge to make a sequence of movements and balances, then continuously assessed their performance and gave them feedback on how to improve it. There was, however, insufficient opportunity to refine this work by collaborating with partners or spending a sustained period on one appropriate piece of apparatus.
81. Leadership of the subject is unsatisfactory. The co-ordinator has an action plan for ensuring the availability of appropriate equipment, but it makes insufficient provision to improve the quality of teaching and learning. A good initiative is the Sports Week. This is held in order to provide a wide range of new activities for the pupils to experience. It enhances the physical education curriculum well and gives pupils the chance to benefit from expert coaching from community sports organisations such as the local cricket club and London Towers Basketball Club.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for pupils' personal, social and health education and citizenship is **satisfactory**.

Main strengths and weaknesses

- This area of the curriculum makes a positive contribution to pupils' personal development.

Commentary

82. The school has a sound programme in place for developing pupils' awareness and opportunities are regularly built into many subjects of the curriculum in order to promote pupils' development and give them opportunities to discuss a range of issues that affect them. There are appropriate policies in place and the school tracks the personal development of pupils closely as they move through the school. Pupils have a sound

understanding of the ways to keep safe and healthy and have an appropriate understanding about relationships and the problems faced by people in society. Pupils have made sound progress in developing an appreciation of personal, social and health issues since they started in the nursery, and there is appropriate assessment of their personal development to demonstrate this.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Grade
The overall effectiveness of the school	5
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	5
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	4
Attendance	5
Attitudes	4
Behaviour, including the extent of exclusions	5
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	4
The leadership and management of the school	5
The governance of the school	5
The leadership of the headteacher	4
The leadership of other key staff	5
The effectiveness of management	5

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).